



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State’s measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students’ scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student’s ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# School Report Grade 4

Test Date: March 2008  
Code: 12481701  
SAU: MSAD 54  
School: Cornville Elementary School

## Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

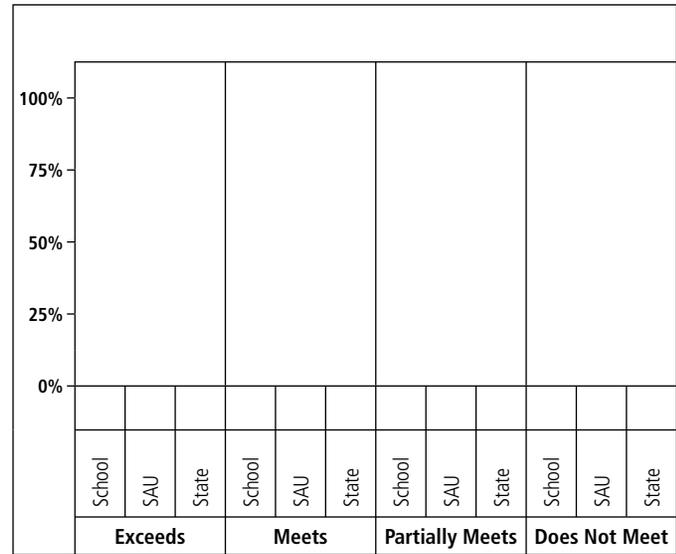
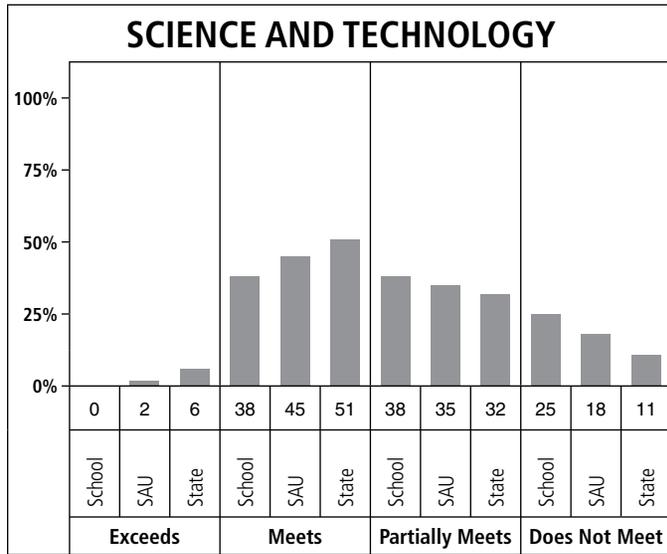
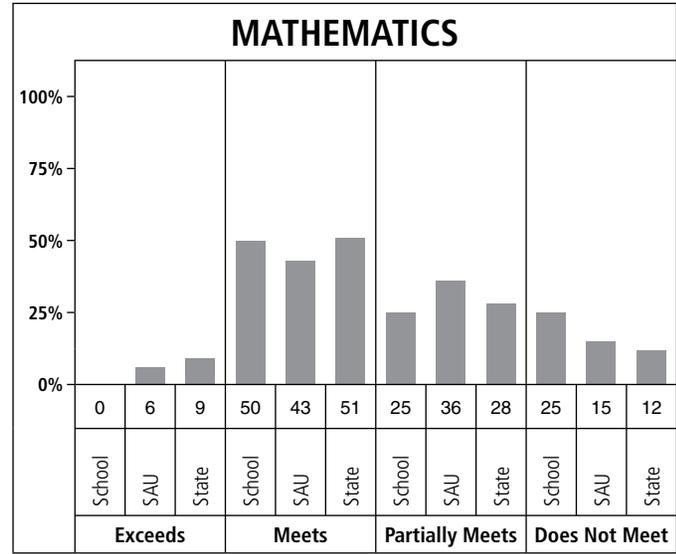
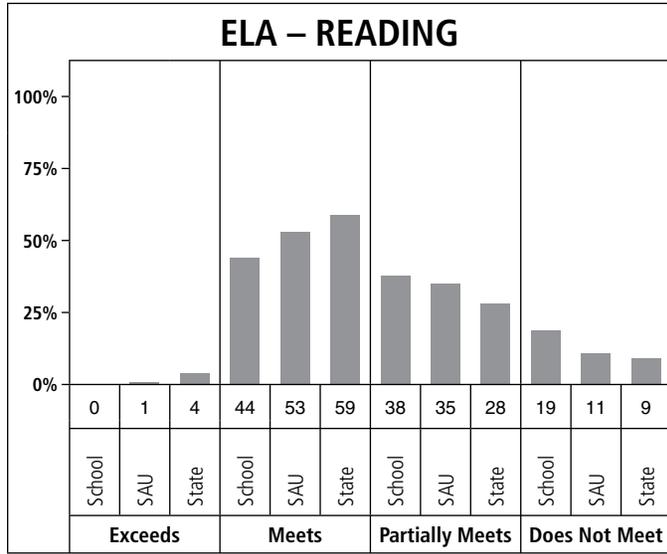
<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
Science and Technology Results .....	10-12



# SUMMARY OF SCORES

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 54  
 School: Cornville Elementary School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	445	442	444
2006–2007	439	442	445
<b>2007–2008</b>	<b>439</b>	<b>443</b>	<b>445</b>
Cum. Avg.*	441	442	445
<b>Mathematics</b>			
2005–2006	447	442	444
2006–2007	439	441	445
<b>2007–2008</b>	<b>440</b>	<b>442</b>	<b>445</b>
Cum. Avg.*	442	442	445
<b>Science &amp; Technology</b>			
2005–2006	447	441	444
2006–2007	438	439	444
<b>2007–2008</b>	<b>438</b>	<b>440</b>	<b>444</b>
Cum. Avg.*	440	440	444



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 54  
 School: Cornville Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																										
	School		SAU		State		ELA-Reading						Mathematics						Science and Technology						School			SAU			State		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%			
<b>Total number of students</b>	16	100	207	100	14207	100	16	100	207	100	14181	100	16	100	207	100	14123	100	16	100	207	100	14115	99									
<b>Ethnicity</b>																																	
African American/Black	0	0	2	1	390	3	0	0	2	100	388	99	0	0	2	100	388	99	0	0	2	100	386	99									
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100									
Asian or Pacific Islander	0	0	3	1	263	2	0	0	3	100	259	98	0	0	3	100	262	100	0	0	3	100	262	100									
Hispanic	0	0	2	1	170	1	0	0	2	100	168	99	0	0	2	100	166	98	0	0	2	100	166	98									
Caucasian/White	16	100	200	97	13282	93	16	100	200	100	13264	100	16	100	200	100	13205	100	16	100	200	100	13199	99									
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100									
<b>Identified disability</b>	6	38	46	22	2524	18	6	100	46	100	2514	100	6	100	46	100	2498	99	6	100	46	100	2494	99									
<b>Current LEP</b>	1	6	3	1	385	3	1	100	3	100	377	98	1	100	3	100	383	99	1	100	3	100	380	99									
<b>Economically disadvantaged</b>	7	44	109	53	5587	39	7	100	109	100	5569	100	7	100	109	100	5538	99	7	100	109	100	5534	99									
<b>Migrant</b>	0	0	1	0	5	0	0	0	1	100	5	100	0	0	1	100	5	100	0	0	1	100	5	100									

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology						School			SAU			State		
	School		SAU		State		School		SAU		State		School		SAU		State		n	%	n	%	n	%			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%									
<b>Participation without accommodations</b>	11	69	157	76	10755	76	11	69	164	79	10730	76	11	69	164	79	10776	76									
Identified disability (PET/IEP)	1	9	5	3	375	3	1	9	8	5	374	3	1	9	8	5	384	4									
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1									
504 plan	0	0	1	1	114	1	0	0	1	1	114	1	0	0	2	1	115	1									
<b>Participation with accommodations</b>	5	31	45	22	3298	23	5	31	38	18	3267	23	5	31	38	18	3215	23									
Identified disability (PET/IEP)	5	100	36	80	2013	61	5	100	33	87	1998	61	5	100	33	87	1986	62									
LEP	1	20	3	7	225	7	1	20	3	8	233	7	1	20	3	8	229	7									
504 plan	0	0	3	7	69	2	0	0	3	8	68	2	0	0	2	5	67	2									
Other	0	0	6	13	1046	32	0	0	2	5	1023	31	0	0	3	8	987	31									
<b>Participation through alternate assessment (PAAP)</b>	0	0	5	2	126	1	0	0	5	2	126	1	0	0	5	2	124	1									
Identified disability (PET/IEP)	0	0	5	100	126	100	0	0	5	100	126	100	0	0	5	100	124	100									
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1									
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0																					
<b>Approved non-participation – special consideration</b>	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0									
<b>Non-participation – other</b>	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1									

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.



# ELA-READING RESULTS

<b>Test Date:</b> March 2008
<b>Grade:</b> 4
<b>SAU:</b> MSAD 54
<b>School:</b> Cornville Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	0	0	5	2	601	4
	2006-2007	0	0	1	0	507	4
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>559</b>	<b>4</b>
	Cum. Total*	0	0	9	1	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	7	70	113	55	7910	57
	2006-2007	4	33	103	51	8749	63
	<b>2007-2008</b>	<b>7</b>	<b>44</b>	<b>107</b>	<b>53</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	18	47	323	53	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	1	10	57	28	3970	29
	2006-2007	5	42	74	36	3467	25
	<b>2007-2008</b>	<b>6</b>	<b>38</b>	<b>70</b>	<b>35</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	12	32	201	33	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	2	20	29	14	1421	10
	2006-2007	3	25	25	12	1165	8
	<b>2007-2008</b>	<b>3</b>	<b>19</b>	<b>22</b>	<b>11</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	8	21	76	12	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	25.6	53.3	28.2	58.8	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	13.1	54.6	14.8	61.7	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	12.6	52.5	13.4	55.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

\*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



# ELA-READING RESULTS (CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 54
School: Cornville Elementary School

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
<b>All Students</b>	16	0	0	7	44	6	38	3	19	439	202	1	53	35	11	443	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	0									439	2					443	384	1	36	35	28	438
American Indian or Native Alaskan	0									439	0					443	101	1	46	44	10	442
Asian or Pacific Islander	0									439	3					443	259	6	61	22	11	445
Hispanic	0									439	1					443	164	0	45	38	16	440
Caucasian/White	16	0	0	7	44	6	38	3	19	439	196	2	53	35	11	443	13144	4	60	28	8	445
Not Reported	0									439	0					443	1					445
<b>Identified disability</b>																						
Yes	6	0	0	0	0	3	50	3	50	428	41	0	10	59	32	434	2388	0	29	44	26	437
No	10	0	0	7	70	3	30	0	0	446	161	2	64	29	6	445	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	1									442	3					443	373	1	32	35	32	436
No	15	0	0	7	47	6	40	2	13	442	199	2	53	35	10	443	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	7	0	0	3	43	2	29	2	29	435	104	2	47	37	14	441	5502	1	47	37	14	441
No	9	0	0	4	44	4	44	1	11	442	98	1	59	33	7	444	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0									439	1					443	5	0	40	60	0	445
No	16	0	0	7	44	6	38	3	19	439	201	1	53	34	11	443	14048	4	59	28	9	445
<b>Gender</b>																						
Female	8	0	0	3	38	5	63	0	0	444	104	2	58	34	7	444	6959	5	61	26	8	446
Male	8	0	0	4	50	1	13	3	38	434	98	1	48	36	15	441	7093	3	57	30	10	444
Not Reported	0									439	0					443	1					445
<b>Title 1A targeted program</b>																						
Yes	0									439	24	0	21	58	21	438	1890	0	37	46	17	439
No	16	0	0	7	44	6	38	3	19	439	178	2	57	31	10	443	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	0									439	0					443	266	21	74	4	0	456
No	16	0	0	7	44	6	38	3	19	439	202	1	53	35	11	443	13787	4	59	28	9	445

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.    N = Number



# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

**Test Date:** March 2008  
**Grade:** 4  
**SAU:** MSAD 54  
**School:** Cornville Elementary School

QUESTIONNAIRE ITEMS	School										SAU					State							
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
<b>How much homework do you do on school nights?</b>																							
A. none	19	0	0	1	33	0	0	2	67	427	11	0	41	41	18	439	5	1	42	36	21	440	
B. less than one hour	69	0	0	6	55	5	45	0	0	443	65	2	53	37	8	443	74	4	62	27	7	445	
C. one to two hours	13	0	0	0	0	1	50	1	50	434	21	2	60	23	14	444	18	5	59	29	7	446	
D. more than two hours	0										3	0	33	50	17	439	2	3	32	34	31	438	
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																							
A. The questions on the test match what I have learned in reading class.	6	0	0	1	100	0	0	0	0	458	34	4	65	22	9	445	30	6	63	24	7	446	
B. They match some of what I have learned.	69	0	0	5	45	4	36	2	18	441	47	0	57	34	9	443	52	4	63	27	6	446	
C. They match just a little of what I have learned.	19	0	0	1	33	2	67	0	0	439	15	0	23	63	13	438	12	2	46	37	15	441	
D. There is no match.	6	0	0	0	0	0	0	1	100	400	4	0	13	50	38	432	5	0	33	40	26	437	
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																							
A. very good	25	0	0	4	100	0	0	0	0	451	38	3	64	22	11	445	35	7	66	20	6	448	
B. good	56	0	0	1	11	6	67	2	22	433	49	1	44	43	11	441	51	3	60	29	7	445	
C. fair	19	0	0	2	67	0	0	1	33	441	12	0	54	38	8	443	12	1	44	40	16	440	
D. poor	0										1	0	33	33	33	435	2	0	23	47	30	436	
<b>How hard was the reading part of this test?</b>																							
A. harder than my regular schoolwork	6	0	0	0	0	0	0	1	100	400	18	0	36	42	22	438	19	2	46	34	17	442	
B. about the same as my regular schoolwork	81	0	0	6	46	6	46	1	8	443	60	2	59	33	6	444	62	5	64	26	5	446	
C. easier than my regular schoolwork	13	0	0	1	50	0	0	1	50	433	22	2	51	33	14	442	18	3	58	29	10	444	
<b>How hard were the reading passages on this test?</b>																							
A. Most of the passages were more difficult than what I usually read.	13	0	0	0	0	0	0	2	100	415	14	0	26	52	22	437	14	0	32	46	22	438	
B. Most of the passages were about the same as what I usually read.	69	0	0	5	45	5	45	1	9	442	53	1	56	35	8	443	52	3	62	28	7	445	
C. Most of the passages were easier than what I usually read.	19	0	0	2	67	1	33	0	0	443	34	3	60	27	10	445	33	7	68	20	5	448	
<b>How much time do you spend reading at home each day?</b>																							
A. more than one hour	0										18	3	59	22	16	443	18	7	64	22	7	447	
B. 20 minutes to an hour	88	0	0	7	50	6	43	1	7	443	54	1	61	29	8	444	55	4	64	26	6	446	
C. less than 20 minutes	0										15	3	37	50	10	441	14	2	53	33	12	443	
D. I rarely read at home.	13	0	0	0	0	0	0	2	100	412	13	0	27	58	15	437	13	1	44	39	16	441	
<b>How many pages do you read in school and to complete homework assignments?</b>																							
A. five or fewer pages	38	0	0	3	50	2	33	1	17	437	24	2	36	47	15	440	23	3	50	34	13	442	
B. six to ten pages	31	0	0	2	40	1	20	2	40	440	24	2	66	19	13	444	25	3	60	29	8	444	
C. eleven or more pages	31	0	0	2	40	3	60	0	0	441	53	1	55	35	9	443	52	5	64	24	6	446	
<b>Optional school/SAU question</b>																							
A.	0										0												
B.	0										0												
C.	0										100	0	50	50	0	442							
D.	0										0												

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards  
 N = Number



# MATHEMATICS RESULTS

<b>Test Date:</b> March 2008
<b>Grade:</b> 4
<b>SAU:</b> MSAD 54
<b>School:</b> Cornville Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL							
		School		SAU		State			
		N	%	N	%	N	%		
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.									
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	0	0	12	6	1294	9		
	2006-2007	1	8	13	6	1054	8		
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>6</b>	<b>1321</b>	<b>9</b>		
	Cum. Total*	1	3	38	6	3669	9		
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 441–460)	2005-2006	7	70	91	45	7000	50		
	2006-2007	3	25	88	43	7394	53		
	<b>2007-2008</b>	<b>8</b>	<b>50</b>	<b>86</b>	<b>43</b>	<b>7079</b>	<b>51</b>		
	Cum. Total*	18	47	265	43	21473	51		
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	3	30	72	35	3784	27		
	2006-2007	5	42	62	30	3729	27		
	<b>2007-2008</b>	<b>4</b>	<b>25</b>	<b>73</b>	<b>36</b>	<b>3955</b>	<b>28</b>		
	Cum. Total*	12	32	207	34	11468	27		
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	0	0	29	14	1894	14		
	2006-2007	3	25	41	20	1735	12		
	<b>2007-2008</b>	<b>4</b>	<b>25</b>	<b>30</b>	<b>15</b>	<b>1642</b>	<b>12</b>		
	Cum. Total*	7	18	100	16	5271	13		

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	8.5	56.7	9.1	60.7	9.5	63.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	8.4	60.0	8.5	60.7	9.1	65.0
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	3.1	62.0	3.2	64.0	3.4	68.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	9.1	65.0	9.2	65.7	9.7	69.3

- Cluster 1: Numbers and Operations**
    - A. Numbers and Number Sense
    - B. Computation
      - I. Discrete Mathematics (grades 3 and 4 only)
  - Cluster 2: Shape and Size**
    - E. Geometry
    - F. Measurement
  - Cluster 3: Mathematical Decision Making**
    - C. Data Analysis and Statistics
    - D. Probability
  - Cluster 4: Patterns**
    - G. Patterns, Relations, and Functions
    - H. Algebra Concepts
    - K. Mathematical Communication
- Each content standard in the clusters above is defined in Maine's 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

\*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



# MATHEMATICS RESULTS (CONTINUED)

**Test Date:** March 2008  
**Grade:** 4  
**SAU:** MSAD 54  
**School:** Cornville Elementary School

REPORTING CATEGORIES	School										SAU					State								
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score		
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%			
<b>All Students</b>	16	0	0	8	50	4	25	4	25	4	25	440	202	6	43	36	15	442	13997	9	51	28	12	445
<b>Ethnicity</b>																								
African American/Black	0												2						386	4	26	34	36	434
American Indian or Native Alaskan	0												0						101	3	46	41	11	442
Asian or Pacific Islander	0												3						262	14	51	23	12	447
Hispanic	0												1						162	4	41	34	21	440
Caucasian/White	16	0	0	8	50	4	25	4	25	4	25	440	196	6	43	35	15	442	13085	10	51	28	11	446
Not Reported	0												0						1					
<b>Identified disability</b>																								
Yes	6	0	0	0	0	2	33	4	67	4	24	424	41	0	27	44	29	435	2372	3	31	36	30	436
No	10	0	0	8	80	2	20	0	0	0	0	450	161	8	47	34	11	444	11625	11	54	27	8	447
<b>Current LEP</b>																								
Yes	1												3						381	4	33	28	35	435
No	15	0	0	8	53	4	27	3	20	3	20	443	199	6	43	36	15	442	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																								
Yes	7	0	0	4	57	1	14	2	29	2	29	437	104	8	38	37	17	441	5472	5	41	35	19	440
No	9	0	0	4	44	3	33	2	22	2	22	442	98	5	47	36	12	444	8525	13	56	24	7	448
<b>Migrant</b>																								
Yes	0												1						5	0	80	20	0	448
No	16	0	0	8	50	4	25	4	25	4	25	440	201	6	43	36	15	442	13992	9	51	28	12	445
<b>Gender</b>																								
Female	8	0	0	5	63	1	13	2	25	2	25	442	104	9	41	32	18	443	6933	9	50	29	12	445
Male	8	0	0	3	38	3	38	2	25	2	25	438	98	4	44	41	11	442	7063	10	51	27	11	446
Not Reported	0												0						1					
<b>Title 1A targeted program</b>																								
Yes	0												24	0	21	46	33	433	1890	2	34	41	23	438
No	16	0	0	8	50	4	25	4	25	4	25	440	178	7	46	35	12	444	12107	11	53	26	10	446
<b>Gifted/talented program</b>																								
Yes	0												0						266	45	49	5	0	461
No	16	0	0	8	50	4	25	4	25	4	25	440	202	6	43	36	15	442	13731	9	51	29	12	445

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.   N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 54  
 School: Cornville Elementary School

QUESTIONNAIRE ITEMS	School										SAU					State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score		
	%	N	%	N	%	N	%	N	%		%	%	%	%	%	%	%	%				
<b>How much homework do you do on school nights?</b>																						
A. none	19	0	0	1	33	0	0	2	67	428	11	5	27	36	32	435	5	6	34	33	27	438
B. less than one hour	69	0	0	6	55	3	27	2	18	444	65	5	40	41	13	442	74	10	52	28	10	446
C. one to two hours	13	0	0	1	50	1	50	0	0	438	21	12	56	21	12	447	18	10	52	28	10	446
D. more than two hours	0										3	0	50	33	17	439	2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	25	0	0	2	50	1	25	1	25	446	37	8	43	39	11	444	38	13	56	23	8	448
B. They match some of what I have learned.	63	0	0	5	50	3	30	2	20	440	49	7	42	35	16	443	48	8	52	29	10	445
C. They match just a little of what I have learned.	6	0	0	0	0	0	0	1	100	402	9	0	58	26	16	441	10	4	35	39	22	439
D. There is no match.	6	0	0	1	100	0	0	0	0	460	5	0	20	50	30	433	4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	25	0	0	3	75	1	25	0	0	450	36	12	48	27	12	445	35	16	55	20	8	449
B. good	50	0	0	3	38	2	25	3	38	435	46	4	43	39	14	442	48	7	52	31	11	445
C. fair	25	0	0	2	50	1	25	1	25	442	14	0	32	50	18	437	14	3	41	38	18	440
D. poor	0										4	0	25	38	38	435	3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	19	0	0	1	33	1	33	1	33	431	17	6	26	41	26	437	15	4	38	33	25	439
B. about the same as my regular schoolwork	63	0	0	7	70	1	10	2	20	446	62	6	48	32	14	443	64	10	54	28	9	446
C. easier than my regular schoolwork	19	0	0	0	0	2	67	1	33	432	21	9	37	44	9	444	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	25	0	0	2	50	1	25	1	25	439	17	3	40	29	29	438	23	8	47	29	16	443
B. two or three days a week	25	0	0	2	50	2	50	0	0	447	41	11	44	35	10	445	36	11	54	27	9	447
C. two or three times each month	44	0	0	4	57	1	14	2	29	443	24	2	47	37	14	441	25	10	53	27	10	446
D. never or almost never	6	0	0	0	0	0	0	1	100	402	18	6	36	44	14	441	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	6	0	0	0	0	0	0	1	100	420	3	0	0	29	71	425	5	3	30	33	33	436
B. two or three days a week	6	0	0	0	0	1	100	0	0	430	7	0	27	53	20	435	19	8	50	30	12	445
C. two or three times each month	13	0	0	2	100	0	0	0	0	453	30	10	39	38	13	443	38	11	55	26	8	447
D. never or almost never	75	0	0	6	50	3	25	3	25	441	59	6	49	34	12	444	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	19	0	0	1	33	1	33	1	33	437	13	0	23	50	27	436	8	3	33	38	25	438
B. 30–45 minutes	31	0	0	2	40	2	40	1	20	436	32	3	42	38	17	441	27	6	48	33	13	443
C. 45–60 minutes	44	0	0	4	57	1	14	2	29	443	36	1	53	32	14	442	38	11	54	26	9	447
D. more than 60 minutes	6	0	0	1	100	0	0	0	0	448	19	26	38	31	5	448	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										100	0	50	50	0	441						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
 N = Number



# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 54  
 School: Cornville Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Span Expectations in science and technology.							
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	2	20	8	4	751	5
	2006-2007	0	0	4	2	963	7
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>882</b>	<b>6</b>
	Cum. Total*	2	5	17	3	2596	6
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	4	40	87	43	7251	52
	2006-2007	3	25	67	33	6824	49
	<b>2007-2008</b>	<b>6</b>	<b>38</b>	<b>90</b>	<b>45</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	13	34	244	40	21205	51
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	3	30	81	40	4514	32
	2006-2007	7	58	92	45	4382	32
	<b>2007-2008</b>	<b>6</b>	<b>38</b>	<b>70</b>	<b>35</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	16	42	243	40	13329	32
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	1	10	27	13	1458	10
	2006-2007	2	17	40	20	1735	12
	<b>2007-2008</b>	<b>4</b>	<b>25</b>	<b>37</b>	<b>18</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	7	18	104	17	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Life Sciences</b>	<b>12</b>	<b>25</b>	7.4	61.7	7.4	61.7	8.0	66.7
<b>Cluster 2: Physical Sciences</b>	<b>12</b>	<b>25</b>	5.8	48.3	6.3	52.5	7.2	60.0
<b>Cluster 3: Earth and Space Sciences</b>	<b>12</b>	<b>25</b>	7.1	59.2	7.0	58.3	7.4	61.7
<b>Cluster 4: Nature and Implications of Science</b>	<b>12</b>	<b>25</b>	6.4	53.3	7.4	61.7	7.6	63.3

**Cluster 1: Life Sciences**

- A. Classifying Life Forms
- B. Ecology
- C. Cells

**Cluster 2: Physical Sciences**

- E. Structure of Matter
- H. Energy
- I. Motion

**Cluster 3: Earth and Space Sciences**

- D. Continuity and Change
- F. The Earth
- G. The Universe

**Cluster 4: Nature and Implications of Science**

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

\*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 54  
 School: Cornville Elementary School

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
<b>All Students</b>	16	0	0	6	38	6	38	4	25	438	202	2	45	35	18	440	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	0										2						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										3						262	5	52	28	14	443
Hispanic	0										1						162	2	38	39	21	439
Caucasian/White	16	0	0	6	38	6	38	4	25	438	196	3	44	35	18	440	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	6	0	0	0	0	2	33	4	67	426	41	0	22	49	29	434	2370	2	32	41	25	437
No	10	0	0	6	60	4	40	0	0	446	161	3	50	31	16	442	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	1										3						379	1	25	35	39	433
No	15	0	0	6	40	6	40	3	20	441	199	3	45	35	18	441	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	7	0	0	3	43	2	29	2	29	435	104	1	40	38	20	439	5470	3	41	39	18	440
No	9	0	0	3	33	4	44	2	22	441	98	4	49	31	16	442	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										1						5	20	20	40	20	443
No	16	0	0	6	38	6	38	4	25	438	201	2	45	34	18	440	13986	6	51	32	11	444
<b>Gender</b>																						
Female	8	0	0	3	38	4	50	1	13	443	104	2	44	34	20	441	6929	6	49	33	12	443
Male	8	0	0	3	38	2	25	3	38	434	98	3	45	36	16	440	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										24	0	17	33	50	431	1888	1	32	44	23	437
No	16	0	0	6	38	6	38	4	25	438	178	3	48	35	14	442	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	0										0						266	30	65	5	1	457
No	16	0	0	6	38	6	38	4	25	438	202	2	45	35	18	440	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

**Test Date:** March 2008  
**Grade:** 4  
**SAU:** MSAD 54  
**School:** Cornville Elementary School

QUESTIONNAIRE ITEMS	School										SAU					State							
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
<b>How much homework do you do on school nights?</b>																							
A. none	19	0	0	1	33	0	0	2	67	429	11	9	27	23	41	438	5	4	37	36	22	439	
B. less than one hour	69	0	0	5	45	4	36	2	18	442	65	2	45	35	18	440	74	6	53	31	10	444	
C. one to two hours	13	0	0	0	0	2	100	0	0	434	21	2	51	40	7	443	18	7	52	32	8	445	
D. more than two hours	0										3	0	50	33	17	437	2	4	31	33	32	437	
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																							
A. The questions on the test match what I have learned in science class.	13	0	0	0	0	2	100	0	0	439	18	3	51	24	22	440	24	9	53	28	10	446	
B. They match some of what I have learned.	63	0	0	4	40	4	40	2	20	437	44	2	41	40	17	439	49	6	54	31	9	445	
C. They match just a little of what I have learned.	13	0	0	1	50	0	0	1	50	443	25	4	51	25	20	443	21	4	47	36	13	442	
D. There is no match.	13	0	0	1	50	0	0	1	50	438	13	0	35	50	15	439	6	2	35	37	25	438	
<b>Which of the following best describes how you rate yourself as a student in science?</b>																							
A. very good	19	0	0	0	0	2	67	1	33	434	30	0	48	30	22	440	25	9	53	27	10	446	
B. good	50	0	0	4	50	1	13	3	38	437	50	5	49	30	16	442	54	6	55	30	9	445	
C. fair	31	0	0	2	40	3	60	0	0	443	17	0	26	62	12	438	19	3	43	40	15	441	
D. poor	0										3	0	33	0	67	432	3	2	28	42	29	435	
<b>How difficult was the science part of this test?</b>																							
A. harder than my regular schoolwork	27	0	0	3	75	1	25	0	0	449	30	5	34	46	15	440	22	5	45	35	15	442	
B. about the same as my regular schoolwork	67	0	0	3	30	4	40	3	30	438	50	1	46	30	22	440	62	7	53	31	9	445	
C. easier than my regular schoolwork	7	0	0	0	0	1	100	0	0	438	21	2	56	29	12	442	16	7	52	28	13	444	
<b>How often do you have science classes?</b>																							
A. every day	6	0	0	0	0	0	0	1	100	428	14	3	52	14	31	441	24	7	48	33	12	444	
B. a few times a week	56	0	0	4	44	4	44	1	11	441	30	7	45	32	17	442	53	7	54	31	9	445	
C. once a week	6	0	0	0	0	1	100	0	0	438	17	0	50	38	12	440	9	6	46	33	15	442	
D. a few times a month	31	0	0	2	40	1	20	2	40	436	39	0	39	43	18	439	14	5	50	31	14	443	
<b>Which statement best describes how you learn science?</b>																							
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	6	0	0	1	100	0	0	0	0	448	18	0	36	36	28	438	25	5	48	34	13	443	
B. I work in groups to design and conduct experiments.	31	0	0	0	0	3	60	2	40	433	37	1	43	38	18	440	27	4	46	37	13	442	
C. I do a combination of A and B, but mostly A.	38	0	0	3	50	2	33	1	17	438	22	2	51	31	16	442	26	7	56	28	8	445	
D. I do a combination of A and B, but mostly B.	25	0	0	2	50	1	25	1	25	444	23	6	47	32	15	442	22	9	55	26	9	446	
<b>Optional school/SAU question</b>																							
A.	0										0												
B.	0										0												
C.	0										100	0	0	0	100	428							
D.	0										0												

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards  
 N = Number